

DEPARTMENT OF

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

Fall 2021

**Course Number:** COUN 7320-D01

**Course Title:** Counseling Theories

**Credit Hours:** 3 Semester credit hours/Graded

**Prerequisites:** None

**Corequisites:** None

**Class Meeting:** Asynchronous, Recommended 1-hour weekly synchronous Zoom meeting

Tuesdays 4:00pm – 5:00pm CST

**Class Location:** Zoom link: <https://auburn.zoom.us/j/81068648188>

**Office Hours:** By Appointment/via Zoom

**Professor:** Nancy E. Thacker, PhD, NCC

**Email:** net0013@auburn.edu

**Syllabus Prepared:** Syllabus revised August 2021

**Text(s):**

Required:

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy* (10th Ed.).Brooks/Cole Publishing Company.

Halbur, D., & Halbur, K. V. (2014). *Developing your theoretical orientation in counseling and psychotherapy* (3rd ed.). Pearson Education.

\*\*These texts are available as All-Access e-texts via Copia in Canvas. Further instructions to access or opt out of the e-text are provided on Canvas.\*\*

Additional Required Readings (on canvas):

American Counseling Association (2020). *ACA advocacy competencies*. <https://www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-may-2020.pdf?sfvrsn=85b242c_6>

Recommended Reading:

Dollarhide, C. T., & Lemberger-Truelove, M. E. (Eds.). (2018). *Theories of school counseling for the 21st century*. Oxford University Press.

\*\*Available to view as an e-book via Auburn Library. Just sign in with your Auburn credentials: <http://aubiecat.auburn.edu/vwebv/holdingsInfo?searchId=510&recCount=50&recPointer=1&bibId=5745416>

**Course Description:**

This course is designed to provide an overview of traditional and contemporary counseling theories, principles and topics. Theories will be examined with regard to views about human nature, mental health, mental illness, therapeutic goals, client/therapist roles, effective techniques and counseling processes. Research and ethical issues will also be considered. Emphasis will be on student mastery of the foundations of theories and assessment of their relevance for personal application in the field. Overall, students are encouraged to not only explore all the major theoretical orientations, but to also explore their personal beliefs and values in an effort to develop their own understanding and/or approach to counseling.

**CACREP Objectives/Student Learning Outcomes:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

1. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e.)
2. Theories and models of counseling (CACREP Standard F.5.a.)
3. A systems approach to conceptualizing clients (CACREP II.F.5.b.)
4. Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f.)
5. Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g.)
6. Evidence-based counseling strategies and techniques for prevention and intervention (CACREP II.F.5.j.)
7. Processes for aiding students in developing a personal model of counseling (CACREP II.F.5.n.)

**Course Format:**

The format of the course will consist of two primary components: (a) lecture/discussion, and (b) practical application/experiential activities. The lecture discussion component will be didactic in nature and will focus on various key theoretical dimensions of the major conceptual systems and theories of counseling. Discussions will be based on lecture information, material from the text, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one’s knowledge and one’s beliefs and opinions.

The practical application/experiential activities component is designed to help students bridge the gap between theory and practice through exercises, role-plays, and the use of clinical case studies. This component will help students apply philosophical and theoretical aspects of the major conceptual systems and theories of counseling to real-life situations and clinical cases.

*This course will be delivered in an asynchronous online format, with a recommended opportunity for students to join weekly, 1-hour, live Zoom meetings*. The online format will consist of weekly lectures via zoom meetings/recordings, weekly readings, and discussion. Students are responsible for viewing recorded lectures on their own time, completing assignments on time, and staying up-to-date with the course schedule.

**Course Requirements & Student Evaluation:**

Course assignments are due on the dates specified in the course schedule. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

1. Personal Counseling Theory Reflection 20 points
2. Case Conceptualization worksheets (2) and reflection 50 points
3. Midterm Exam 50 points
4. Final Exam 50 points
5. Application of a Theory 20 points
6. Theory Fact Chart 10 points

 Total: 200 points

**Grading Scale**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F Below 60%

**Assignment Descriptions**

**1. Personal Counseling Theory Reflection (20 points) (Due September 14th):**

Students will have the opportunity to reflect on their personal ideas of counseling, the counseling relationship, and the counselor role. This assignment will consist of a 4-5 (double-spaced) page paper that addresses the following prompts:

Counseling:

* Definition: What is your definition of counseling? Give a concise definition in your own words.
* Goal(s): What do you consider to be the most important goal(s) of counseling?
* The Counseling Relationship: What do you consider to be the most important characteristics of an effective relationship between a counselor and a client?

Clients:

* Do you believe that people can and will change their behavior? Do you believe that people can and will change their attitudes? In your opinion, what motivates change to occur?
* Describe what it means to you to have “good mental health.” Identify characteristics of good mental health.

Role of Counselor:

* Think about yourself as a professional counselor. How do you want your clients to view you? How would they describe you as a counselor? What significant counseling traits would you want them to attribute to you?
* Discuss your role as a counselor may when working with persons who are culturally diverse from you.

**2. Case Conceptualizations and Reflection Paper (50 points):**

Students will complete two case conceptualization worksheets, each from a different theory, and a reflection on their experiences conceptualizing cases from theoretical perspectives. Students will be given a case study (see Canvas) of a client that they will use to complete the worksheet. The worksheet is to be completed electronically and in full sentences.

*Case Conceptualization 1 (20 points) Due September 28th*: Complete the case conceptualization worksheet. Students may choose one of the following counseling theories to conceptualize the client case: Adlerian, Existential, Person-Centered, or Gestalt Theory.

*Case Conceptualization 2 (20 points) Due November 9th:* Complete the case conceptualization worksheet. Students may choose one of the following counseling theories to conceptualize the client case: Cognitive-Behavioral, Reality, Solution-Focused, Narrative, or Feminist Theory.

*Case Conceptualization Reflection Paper (10 points) Due November 16th*:

Provide a 2-3 page, double-spaced reflection addressing the following questions:

* What have you learned by completing the case conceptualizations?
* What theory do you consider to represent your theoretical orientation at the moment? Discuss why this theory, and how the theory you selected aligns with your personal view of counseling.
* What was this process of completing this assignment like for you (e.g., what feelings emerged, what you realized, any struggles you faced)?

**3. & 4.** **Midterm Exam (50 points; October 5th) and Final Exam (50 points; December 7th):**

Each exam will consist of multiple-choice and short answer questions drawn from lecture content and assigned readings. The midterm exam will cover chapters 2-8; the final exam will cover chapters 9-15 and ACA Advocacy Competencies. The exam will be timed (3-hours) and administered via Canvas.

**5. Application of a Theory (due on the day your theory is reviewed in class) (20 points):**

Students will have the opportunity to be active participants in their learning process. Each student will collaborate with a partner to provide leadership to their colleagues in deepening their understanding of the application of a theory being examined. Please do NOT create a powerpoint. Each group will be assigned a specific counseling theory and then will be asked to demonstrate one intervention from within that theory. Demonstrations will be recorded via Zoom and uploaded into Canvas for peers to view (see Canvas for further instructions). In your demonstration:

1. Briefly discuss (2-3 minutes) the theory for which your intervention is grounded on (i.e., what the theory believes causes distress, and how change happens)
2. Provide a rationale for why a counselor would use the selected intervention (i.e., how will the client benefit or change by engaging the intervention?)
3. Provide step-by-step instructions of how to use the intervention.
4. Demonstrate a short 5-10-minute role play of the intervention.
5. Finally, discuss multicultural and contextual considerations when using this theory and intervention with diverse groups (4-6 minutes). You must address how the intervention may need to be adapted for clients of color, LGBTQ+ clients, clients from various religious groups, persons with disabilities, and/or other groups you deem relevant to the discussion. In addition, provide considerations regarding using this approach in varying settings, such as schools, community agencies, or rehabilitation programs.

**6. Theory Fact Chart (20 points; Due November 30th):**

Students will complete a theory fact chart over the course of the semester (see Canvas for template), which includes pertinent information about each of the theories covered in class. These charts will assist students in comparing and contrasting counseling theories.

# Class Policy Statements

1. Attendance: Students are expected to engage *either* weekly Zoom class meetings *or* discussion boards via Canvas. Attendance will be taken each week either via Zoom class meetings or through discussion posts. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence. **Each additional absence will result in a grade deduction from the student’s overall grade for missed participation and engagement in class exercises that work to meet learning outcomes**.
2. Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Please see [University Policies](https://sites.auburn.edu/admin/universitypolicies/default.aspx%20for) more information on excused absences.
3. Participation in Live Zoom Meetings/Discussions: Students will have the option to *either* join a 1-hour, live Zoom meeting *or* complete a discussion board on Canvas weekly. The instructor recommends joining the live Zoom meeting. Students are expected to review lecture materials and complete assigned reading *in advance* of each Zoom meeting *or* discussion board assignment.
4. Zoom Policy: During Zoom meetings, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. The instructor reserves the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.
5. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
6. Course Assignments: Course assignments are due on the dates specified by the start of class time. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past the due date.
7. Course communication: Canvas will be used as the medium to transfer educational materials for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail will be the primary avenue of communication with the instructor in between class sessions.
8. Course contingency: If normal class activities are disrupted due to illness,

emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

1. Professionalism: As faculty, staff, and students interact in professional settings, they

are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* 1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
1. Professional Behavior: As students preparing to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies and professional standards:
2. Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
3. Demonstrate respect for peers and faculty
4. Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training
5. Online Learning Community. In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person as well as a learner. In so, we have a responsibility to contribute to the learning of the collective group, as well as to our own individual experience. **Please do not use personal messaging or texting during live Zoom meetings.** Though challenging in our virtual format, please work to be as present in mind and body as possible with your peers and instructor during our brief time together.

**Academic Honesty Policy:**

Academic Honesty Statement: All portions of the Auburn University Student Academic Honesty Code (Title XII) found in the *Student Policy eHandbook* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Graduate Writing Expectations:**

Students are expected to submit graduate level writing in proper format throughout the graduate program. Please reference <https://apastyle.apa.org/> for APA 7th ed. writing format, and visit the Miller Writing Center for support <http://auburn.edu/academic/provost/university-writing/miller-writing-center/>.

# Students with Disabilities Statement

# Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

# Justification for Graduate Credit:

This course includes advanced counseling content. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

# SYLLABUS DISCLAIMER:

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**Course Schedule**

*\*All assignments are due by 4pm on the date indicated in the corresponding left column.*

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| --- | --- | --- | --- | --- |
| **Date** | **Topic** | **Readings Due** | **Assignments Due** | **CACREP Standards** |
| Week 1 August 17th  | Course OverviewSyllabus Review | Corey Ch. 1  | *Week 1 Discussion Board* |  |
| Week 2August 24th   | The Counselor: Personal & ProfessionalDeveloping Theoretical Orientation Ethical Issues in Counseling Practice | Corey Ch. 2-3Halbur & Halbur Ch. 1-2 | *Group sign-up for theory application* | II.F.5.f., II.F.5.n. |
| Week 3August 31st  | Psychoanalytic Therapy | Corey Ch. 4Halbur & Halbur Ch. 3 |  | II.F.5.a., II.F.5.f. II.F.5.n. |
| Week 4 September 7th  | Adlerian Therapy | Corey Ch. 5Optional: D&LT Ch. 5 |  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 5September 14th  | Existential Therapy | Corey Ch. 6Optional: D&LT Ch. 8 | **Personal Counseling Theory Reflection**  | II.F.5.a., II.F.5.f |
| Week 6September 21st   | Person-Centered Therapy | Corey Ch. 7Optional: D&LT Ch. 4  | *Theory application (Adlerian)* | II.F.5.a., II.F.5.f |
| Week 7 September 28th  | Gestalt Therapy | Corey Ch. 8 | **Case Conceptualization 1** *Theory application*  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 8October 5th  | **Midterm Exam (**Chapters 2-8) **due on Canvas****\*NO ZOOM MEETING** | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 9October 12th  | Behavior Therapy | Corey Ch. 9 | *Theory application*  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 10October 19th  | Cognitive Behavior Therapy | Corey Ch. 10Optional: D&LT Ch. 6 | *Theory application*  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 11October 26th  | Reality Therapy | Corey Ch. 11Optional: D&LT Ch. 7 | *Theory application*  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 12November 2nd   | Postmodern Approaches, Narrative, Solutional-Focused | Corey Ch. 13Optional: D&LT Ch. 9 | *Theory application*  | II.F.5.a., II.F.5.f., II.F.5.g |
| Week 13November 9th  | Feminist Therapy ACA Advocacy Competencies  | Corey Ch. 12ACA Advocacy CompetenciesOptional: D&LT Ch. 12 | **Case Conceptualization 2** *Theory application*  | II.F.1.e.,II.F.5.a., II.F.5.f |
| Week 14November 16th  | Family Systems TherapyIntegrative Perspectives  | Corey Ch. 14 & 15Optional: D&LT Ch. 10-11 | **Case Conceptualization Reflection** | II.F.1.e., II.F.5.a., II.F.5.b., II.F.5.f., II.F.5.g |
| Week 15November 23th   | **Thanksgiving Break** **\*NO ZOOM MEETING** |  |
| Week 16November 30th  | Review, Developing Theoretical Orientation | Halbur & Halbur Ch. 3-5 | **Theory Fact Chart Due** | II.F.5.a., II.F.5.f., II.F.5.n.  |
| **Final Exam Due on Canvas Tuesday, December 7th by 4pm** | II.F.1.e., II.F.5.a., II.F.5.b., II.F.5.f., II.F.5.g |

Please note: This schedule is subject to change. Students will be notified of any changes with proper notice via email and/or Canvas.